

The WESTERN SCHOOL JOURNAL

Stevenson, Joan I. T.
KILLARNEY

— INCORPORATING —

A Bulletin of the Department of Education for Manitoba
A Bulletin of the Manitoba Educational Association

THE FISHERMAN

Then after all my fishing in the sea
With yellow nets of maiden's hair
For fishes finical, of ivory
And tortoises beshaded and ghost-rare.
I draw my nets and draw them like a strand
Of silken shine, from out the watery light,
And loop them in across the winking sand
And weave of them a gloamy mantle bright.
As sun-stones lying in a little pool
And looked upon by the first whitening star,
And now I wander inland where the cool
Calms of dew upon the evening are.
For fishes in the sea are silver-cold
And silver-pale, as shavings of the moon,
And I would have a little thrush to hold
And I would hear a little thrush's tune.

—Martha Ostenso.

From "A Far Land."

Winnipeg, Man.

May, 1925

Vol. XX—No. 5

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SPECIAL TRAIN

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JULY 6th

This trip between Winnipeg and Vancouver has been scheduled to occupy eight days, time being permitted at points of interest for sight seeing, recreation, entertainment, etc. Stops will be made at Watrous, Saskatoon, Wainwright, Edmonton, Jasper National Park, Mount Robson, Prince George, Bulkley, Terrace and Prince Rupert.

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W.S.J.—MAY

The Western School Journal

(AUTHORIZED BY POSTMASTER GENERAL, OTTAWA, AS SECOND CLASS MAIL)

VOL. XX.

WINNIPEG, MAY, 1925

No. 5

Editorial

THE CONVENTION

It is a little too soon to comment upon the proceedings of the Convention, since it was impossible for any one person to follow all the discussions and listen to all the addresses. It is certain, however, that it was the greatest convention in the history of the Association, if members and interest are to be accepted as standards. And if the judgment of those who attended the sectional meetings is to be accepted as sound, every department was at its very best. These sectional meetings are not so inspiring as the open sessions, but they are perhaps on the whole more helpful.

The guest of honor, Mr. John Lewis Paton of Manchester, England, lived up to his high reputation. One can understand how a man with his personality, his ideals and his practical common sense should have been such an influence in Manchester. Though he spoke no less than five times, he had a distinct and valuable message to deliver on each occasion, and it was all to the good.

The President's message was also quite timely and readers of the Journal are asked to give particular attention to it when it appears in this or the following issue.

Nothing could be more delightful than to see teachers from all departments associating in a friendly way, sympathizing with one another and appreciating one another. The whole system must stand or fall together.

There is no highest and no lowest, for it is at every stage life endeavoring to unfold life, and in this service there is no saying when the ministry is the greatest.

Temperance Teaching in Schools

At the recent Convention a resolution was passed asking that instruction be given in the schools on the dangers of alcoholic liquors and narcotics. Instruction of this kind is always in place, although perhaps it is not as useful as some people think unless it is supported by practice on the part of the people. It does seem a little inconsistent for a province which is in the liquor business to be advising its young citizens to shun alcohol.

There are three grounds on which an appeal may be made to children when presenting the dangers of alcohol—the physical, the moral or social, the economic.

It may be shown that liquor is harmful to the body. This appeal coming alone does not seem to have as much force with children as some people imagine. In the first place the evidence presented is not always convincing, and in the second place the deterring force of the information supplied is not of a high order. Fear is never a high motive. An old gentleman in Toronto was told by his physician that if he did not quit tobacco he would go blind. His answer was "Then I shall go blind." Moreover, he persisted in smoking and went blind.

So children and others who are taught that the use of alcohol means future trouble for heart, lungs, liver and stomach, may not be permanently impressed unless an appeal on social or ethical grounds is added.

The social or moral appeal when properly made is quite effective. Even a child can understand that a man who is "under liquor" is not a good companion, not sound in his judgment, nor careful in his language and behaviour. They also understand that drinking promotes fighting and profanity, and that heartlessness, cruelty, brutality, misery and heart-break follow in its wake. These are matters of everyday experience and require no proof. Indeed, instances need not be quoted in school. It might be very unwise to be too specific. There is often kindness in silence. Yet children understand that a man is at his best when he is kind, careful and loving, and they know that alcohol does not promote these qualities of soul. Nor is this social appeal best made through talks and lectures. There is a much better way, but it is not the intention of this article to touch on method.

Then, in the third place, school pupils can readily understand that it is not a good policy for a province to waste five dollars to get one dollar back. Nor is it good policy to encourage a custom which breeds criminals, and makes necessary the upkeep of courts and prisons.

The three forms of appeal may be made concurrently, and it is to be hoped that shortly some definite programme of instruction or influence may be introduced into the schools. And it can all be done without sermonizing.

The problem of narcotics is different, and its consideration must be postponed till next issue.

Guessing Contest Results

Messrs. Russell-Lang & Co., offered a cash prize of \$5.00 and nine consolation prizes of books in a guessing contest during Convention days. "What will be the official registration total at the

Convention" was the question. Mr. P. A. Schellenberg guessed the correct number which was 1950, and won the cash prize. The other nine consolation prizes went to:—

Mr. M. H. Feltham, Ralph Brown School, Winnipeg (1928); Mr. George Laycock, Gimli, Man. (1937); Mrs. L. A. Strong, Janow, Man. (1937); Miss Norma G. Jones, Ninga, Man. (1939); Miss E. L. Crowe, Cypress River, Man. (1960); Mr. E. E. Bales, Sperling, Man. (1964); Mr. A. J. Struthers, Holmfild, Man. (1964); Miss B. E. Johnson, 1025 Dominion St., Winnipeg (1964); Miss Madeline MacTavish, Rosenberg, Man. (1967).

The New President

Professor R. C. Wallace requires no introduction to the teachers of Manitoba. He is, as head of a department in the University and as former Commissioner in the unorganized territory, and as member of numerous committees



that have to do with public welfare, already well known to everybody. He is a man without fads and fancies, a fine type of teacher, a lovely personality; and he is broad enough in his sympathies to include in his interest all classes of schools and all classes of people. Under his direction we may hope for another year of progress.

THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION

Departmental Bulletin

The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.

Time-Table Entrance Examination, 1925

Monday, June 22nd—

- 9.00 to 9.10. Reading Regulations.
- 9.10 to 11.10. Composition.
- 11.15 to 12.00. Spelling.
- 14.00 to 16.00. History.

Tuesday, June 23rd—

- 9.00 to 11.00. Arithmetic.
- 11.00 to 12.30. Agriculture.
- 14.00 to 16.00. Geometry.

Wednesday, June 24th—

- 9.00 to 11.00. Grammar.
- 11.00 to 12.30. Drawing.
- 14.00 to 16.00. Geography.

1. No practical test in Reading or Music this year.

2. The Pupil's writing will be judged on his Composition Paper, and valued at 100 marks as usual.

3. Bookkeeping is tested in the Arithmetic and Composition Papers.

4. When writing the Department concerning Entrance examination results be sure to state the Year the Candidate wrote, and give the name of the Inspector of his School at that time.

Correspondence Between Pupils in Manitoba Schools and Those in Schools in England

The Secretary of the College of Preceptors, Bloomsbury Square, London, W.C., England, writes that his Council is anxious to promote intercourse between the children of England and those of Canada through correspondence. If any pupil in any Manitoba School would like to have a correspondent in a school in England, we shall be glad if the teacher will forward the

name and address of such pupil to the Secretary, College of Preceptors, at the address given above. The age of the pupil should be stated and it might assist the College in arranging a suitable correspondent if the occupation of the father of the pupil were stated.

Rural School Competition

For the Beautification of Rural School Grounds

During the past few years great strides have been made in the advancement of horticulture in Canada, and almost every city and town in the Dominion has now a Horticultural Society working energetically with the object of making its localities better places in which to live.

Unfortunately, however, it seems that but little or no attention has been given to the improvement of the grounds of our rural schools. This is probably due to the fact that, in the opinion of many it is difficult to so plant the grounds, that they will need little or no attention during the vacation period.

With the abundance of native shrubbery, and with the selection of hardy stock now available from our reliable nurseries this difficulty, however, is more imagination than real and can be easily overcome.

With a view, therefore, to encouraging more interest in the planting and improvement of rural school grounds the Canadian Horticultural Council has arranged to hold a competition which will be confined to the rural schools of the Dominion.

Nine Silver cups have been secured—each having a value of \$25.00—for

award, one in each Province, to the rural schools accomplishing the greatest degree of beautification of its grounds during the year. The cup will become the property of the school winning it three times—not necessarily in succession. With each cup the Council will also give an award of merit certificate which may be framed and kept by the school as a permanent record.

There is neither a fee nor any obligation upon a school entering the competition with the exception, that the school will be required to submit a photo of the school and grounds with the letter advising of the intention of entering.

The Department of Education will co-operate with the Canadian Horticultural Council, in stimulating the beautification of school grounds. We would ask the teachers in rural school districts to bring the particulars of this competition to the attention of their trustees promptly, and to endeavor to have their schools participate in the competition this year. For further particulars write to Professor F. W. Brodrick, Manitoba Agricultural College, Winnipeg.

Examination Papers

We wish to point out to the presiding examiner at each centre, that we shall hand the bag containing the question papers and supplies to the Express Company on Wednesday, June 10th. It is expected that all of these will reach their destinations not later than Friday, June 12th. If the bag should go astray and fail to reach any centre in the last delivery of Friday, June 12th, the presiding examiner for that centre must immediately telephone the Department on a reverse message. Call No. N-40268. If the telephone is not available, telegraph the Registrar's office, collect. Immediately on receipt of the bag the presiding examiner at each centre is required to check up the information given on the outside of the envelopes containing the question papers, as well as his supplies. If any error or omission is discovered he should immediately get in touch with us by telephone, if possible; if not, by

telegraph. Give the **full particulars** in order that we may try to remedy whatever error has occurred. It is essential that we be notified with the least possible delay.

Re Penmanship—Grade X.

There will be no formal test in penmanship on the Grade X. examination this year. Each candidate's penmanship will be judged from his examination papers. A student found deficient in this subject, will be required to satisfy the Department with regard to his proficiency in penmanship before he will be eligible for admission to the Normal School.

The attention of the teachers is drawn to the regulation of the University, which requires all students writing Part I. of the Matriculation examinations (Grade X.) to pass an examination in Spelling. Such students will write the ordinary Grade X. Spelling papers, both "A" and "B." This regulation will be found on page 33 of the General University Calendar for the session 1924-25, in the subjects required for Part I. of the Matriculation examinations.

Re Entrance Examinations, 1925

A number of inquiries regarding the Entrance Examinations have been received at the Department. It is expected that a portion of the papers in Arithmetic, Grammar, Geography and History, will be of the short answer type, similar to the papers recently published in the Western School Journal, but they will not be wholly of this type. The papers in the remaining subjects of the Entrance Examination will be similar to those of previous years.

Time-Table Change in Connection with Midsummer Examinations

In order to relieve the pressure on Grade XI., candidates who are writing Foreign Languages next midsummer, it has been decided to alter the Time-Table for the regular midsummer examinations of 1925, published in the

April issue of the Western School Journal, to the extent of changing French Grammar from 9.00 to 12.00 o'clock on the morning of Friday, June 26th, to 14.00 to 17.00 o'clock on the afternoon of Monday, June 29th. It is requested that all interested take particular notice of this change.

Practical Test in Physics, Grade XII.

For some years past we have been urged by Science teachers to provide a practical examination in Grade XII. Physics to be on a par with the practical examination in Grade XII. Chemistry. It is felt that our practice of nothing but a theoretical paper in Grade XII. Physics tends to injure the real scientific value of Physics, in as much as the students do not thoroughly perform the practical work.

It is very plainly stated in the Programme of Studies that a practical as well as a theoretical knowledge is required. It has been decided, therefore, to include for the coming midsummer examinations a practical test in Grade XII. Physics.

Non-Examination Subjects Grades IX. and X.

Frequent complaints have reached the Advisory Board, that the subjects which are not set down for a Departmental Examination in Grades IX. and X. are not receiving their due share of attention. The Board has decided, that the pupils in these grades will be required to write upon one or more of these non-examination subjects in June next. Full particulars as to the number of subjects and the particular subjects selected, will be furnished to the presiding examiners at the time the examinations begin. These papers will be examined at the Department, and the records of the pupils will be checked against the records in their Easter school examinations as shown on their applications. The results will not affect the promotion of pupils who have been recommended, but if there is any great

variation between these results and the school results in any school, then the Advisory Board will be looking for some explanation from the school.

Professor Finney at the Summer School

A large number of inspectors, principals and teachers who follow educational development closely have expressed a desire for contacts with educational specialists of prominence during the course at the Summer School. Many who attended the classes in 1923 will remember the inspired addresses of Dr. M. S. Haggarty. This summer the committee of management is glad to announce that Professor Ross L. Finney, assistant professor of social education in the Teachers' College, University of Minnesota, will deliver a series of lectures on social education and related problems. Professor Finney is one of the best known lecturers in the United States; he is clear, forcible, eloquent and, above all, practical.

Those who have been thinking in terms of reading, spelling, arithmetic, etc., may find it quite a change to think in terms of physical education, social and aesthetic education; in other words, they may find it hard to put the child in the centre, rather than the subject of study. Professor Finney, like Mr. Paton of Manchester, who has just been with us, will put the emphasis on the human element.

Among Dr. Finney's lectures, some of which he will deliver here, are the following titles: New Schools for a New Age; Education, and the Distribution of Wealth; The New Status of Woman; The Education of the Girl; The Social Function of Art; Social Studies in the School.

Enrollment for the Summer School

Teachers who intend to take advantage of the Summer School should send in their applications at once, in order that accommodation may be reserved for them. In this case the early bird gets the room.

Entrance Examinations

In the March Number of the Journal, we called attention to a type paper in Geography. Previously we had supplied the Public School Inspectors with copies of a type paper in English Grammar. As we have had a number of

requests for a copy of the paper, we are publishing the same herewith, so that all teachers will be able to test their classes as well as to make them familiar with the new type of question paper. A portion of the paper in June, will consist of questions similar in type.

.....Age
.....NameSchool

Grade 8. English Grammar

Values

6 1. Give the plural of:
duke..... bachelor..... host.....
brother-in-law..... hero..... nephew.....

3 2. Give the past tense of:
lay..... forsake..... mean.....
deal..... seek..... teach.....

6 3. (a) The soldiers of Canada won many victories over the enemy.
(b) Slowly behind the hill sank the red sun.
What is the Simple Subject in (a) ?
What is the Complete Subject in (a) ?
What is the Simple Predicate in (b) ?
What is the Complete Predicate in (b) ?

6 4. In the following we have a Simple Sentence, a Complex Sentence and a Compound Sentence. Identify each.

Answers.

8 (a) He employed the time which remained before dinner in walking about.
(b) He employed the time between supper and bedtime in writing letters.
(c) He employed the time between dinner and supper in walking and after supper he wrote letters.

8 5. By degrees Rip's awe and apprehension subsided. He even ventured, when no eye was fixed upon him, to taste the beverage, which he found had much the flavour of excellent Hollands. He was naturally a thirsty soul, and was soon tempted to repeat the draught. One taste provoked another; and he reiterated his visits to the flagon so often, that at length his senses were over-powered, his eyes swam in his head, his head gradually declined, and he fell into a deep sleep.
(a) Give the case of: (b) What word is modified by:
Rip's by degrees
him naturally
flavour another
soul often

4-8 6. (a) We heard that the visitor had arrived.
(b) Some of the flowers we picked have faded.
(c) They remained until the messenger returned.
(d) That many men make mistakes cannot be denied.
Give the relation of the subordinate clause in each of:
What kind of subordinate clause is in:
(a)..... (a).....
(b)..... (d).....
(c)..... (c).....
(d)..... (b).....

4 7. They should have discharged the prisoner.
(a) What voice is the verb in this sentence?
(b) Give the form of the verb if the voice were changed

2 8. Our deeds shall travel with us from afar,
And what we have been makes us what we are.
What is the subject of "makes"?

3 9. Indicate the parts of speech in the following sentence by placing above each word the abbreviation for its part of speech:
When the Genoese felt these arrows they all turned about and retreated.

ZOOLOGY, GRADES IX. & X. AT THE SUMMER SCHOOL, 1925

(Including Second Year Arts Credit)

Those who desire to attend our Summer School for the purpose of securing credit towards a University degree or those who are teaching the present General Science I. course will find this announcement of very especial interest. We have just completed arrangements whereby we are offering at the Summer School a general and elementary course in Zoology under the instruction of Professor V. W. Jackson, B.A., M.Sc., covering all the dissections and practical work outlined for Grades IX. and X. and accepted as Second Year Arts Zoology (i.e. Zoology II.) in the University of Manitoba. Those who take this course will thus be in a position to achieve a two-fold object; viz., to obtain Second Year Arts credit in Zoology and at the same time secure information that will be of great value in the teaching of General Science I. This includes the course in General Science for Grades IX. and X. as announced at the top of Page 6 of our 1925 Summer School announcement. A brief outline of the course follows:

Zoology II., University of Manitoba

The series of forms chosen will serve to illustrate the general principles of Zoology; in each case the salient points of the life history will be noted and where possible the economic importance will be considered.

Invertebrata

Worms—The Earthworm. External characters, Viscera, c.f. Leeches and parasitic worms.

Mollusca—The Snail, a univalve. External characters, Viscera, Radula, Sand forms with pulmonary sac, water forms.

The Clam—a Bivalve. External characters, Viscera—gills, foot, ciliated inhalant aperture.

Arthropoda—*Crustacea*:

The Crayfish—Limbs, Mouth parts, Eyes, Alimentary canal, Reproduction, c.f. Crab.

The Pill Bug—A form modified for land life. Tiny fresh water forms, Daphnia, Cyclope, etc., and their use as fish food.

Arachnida: The Spider—Limbs, Eyes, Spinnerets, c.f. Wood-tick — Daddy Longlegs.

Myriapoda: Centipedes and Millipedes.

Hexapoda: Orthoptera—The Grasshopper—in detail. Diptera—The Housefly. External characters c.f. Bot-flies, Mosquitoes and other flies.

Lepidoptera—The Cabbage Butterfly. External characters. The Cutworm, The Canker worm, the Clothes Moth, as examples of Moths.

Coleoptera—The Potato Beetle. External characters. c.f. Water beetles, Ground beetles, Blister beetles.

Hymenoptera—The Bee. External characters. c.f. Wasps and Saw Flies.

Hemiptera—The Bed bug. External characters. c.f. Scale insects, Mealy bugs.

Vertebrata.

Fish—General form and structure—alimentary, respiratory and reproductive systems—skeleton. e.g. Gold-eye, Pickerel, Whitefish.

Amphibia—The Frog—in detail. External characters, skeleton, alimentary, respiratory, circulatory, and excretory systems. c.f. Mud Puppy, Salamander.

Reptilia—The Turtle—External characters, skeleton. Snake — External characters.

Birds—The Fowl—External characters, skeleton, alimentary, respiratory, reproductive and excretory systems.

Common Birds of the Province—The relation of bills and feet to habits.

Mammalia—A study of the Cat, Gopher or Rabbit—External characters, alimentary, respiratory, circulatory, excretory and reproductive systems.

General

The principles of classification—the characters of the main groups of animals—extinct animals—an elementary treatment of evolution.

Special Articles

THE GRAMMAR QUESTION

(By the Editor)

It is not easy to arrive at a conclusion on such questions as this: (1) Why should grammar be taught in the elementary school? (2) When should the study begin? (3) What should be the nature of the early study? (4) What should be attempted in the later grades of the elementary school? (5) What in the high school? (6) What method should be attempted in teaching the subject? (7) What is the purpose of a text-book and how should it be constructed? (8) Should those who study Latin and French get their grammar while pursuing these studies?

(1) There is some truth in the saying that "The only reason why pupils attend school for six, eight or ten years, is that they may get ready for the thirty, forty or fifty years after they leave school." The only way to determine what they should do in school is to consider the activities in which they will engage in later life. These are general and special, and the public elementary school is not very directly concerned with the latter. Among the general activities is communication. One must understand his fellows and must be able to express himself clearly and correctly. If grammar will assist in giving command of these two arts it has a place in school. If it merely introduces pupils to a number of terms, phrases and systems of classification, it has little or no place in a system of education. To be specific, two life-values of the study of grammar are these: (a) It introduces pupils to some of the conventions in speech and writing and explains the reason for the adoption of these. (b) It shows how the elements of thought are related, and develops power to trace relationships in oral and written expression, so that reading and listening may be more fruitful, and speaking and writing more consistent and more easily followed. It would

seem that all teaching of grammar should centre in these two things: (a) Training in right habits of speech and writing, which of course implies correction of wrong habits. (b) Analysis and synthesis of sentences to the end that pupils may not misplace elements, nor get lost in the complexities of involved structure.

(2) Clearly the training in right habits of speech should begin as early as possible. This applies to all speech habits. We are now considering only those which have significance grammatically. The children of grade one, can be taught to shun certain word-forms and certain constructions and to adopt others. The second grade pupils can be led a step further. And so the work may be carried up through the grades of the school. Text-books and programmes of study have definitely outlined what may be done from year to year. Incidentally most of the instruction must be given by example rather than by precept. The first condition of successful effort is that the teacher mingle with his pupils noting their habits of speech and giving assistance as it may be required. The assistance will vary according to the speech habits of communities. No text-book can be more than a general guide. One writer has found that though the grammars have found over sixty errors of speech, the actual violations can be grouped under about twelve or thirteen headings.

(3) Now, during the period of training in correct speaking and writing it will be useful and economical to introduce a few simple terms such as subject, predicate and modifier, and it may even be helpful to introduce such a term as proper noun, pronoun, conjunction. This, however, does not mean that systematic study of grammar should be attempted. Perhaps it will

be enough to say that just as the teaching of elementary science is rightly preceded by a long informal course in nature-study (which makes use of many scientific terms), so the formal study of language may be preceded by an informal study which does not hesitate to make use of some of the terms and expressions used at a later stage.

(4) At about the age of thirteen or fourteen the study may become formal. When teachers say "Grammar should not be introduced till pupils reach grade seven," they mean this formal grammar. When parents urge that grammar should be taught in the early grades they usually mean "practical grammar." There is really no conflict of opinion.

There is no agreement among teachers as to the course for grades seven and eight, and no common opinion as to the order of instruction. Each text-book has its plan and the "Committee on English" of the M.E.A. has issued a syllabus, which, if not very logically arranged, at least limits the work to the possible and the profitable. Perhaps one of the simplest orders is the following:

(a) Classification of sample sentences—basis of function.

(b) Analysis of declaration sentence—subject and predicate.

(c) Subdivision of subject into substantive and modifiers.

(d) Subdivision of predicate into verb and modifiers.

(e) Modifiers of subject—single word (1) and (2) phrase, clause.

(f) Modifiers of verb—single word (1) and (2) phrase, clause.

(g) The same ground with interrogative and exclamatory sentences.

(h) The same ground with imperative sentence.

(j) Classification of substantive to get noun and pronoun.

(k) Classification of verbs, to get verbs of complete and incomplete predication—incidentally get object.

(l) Analysis of phrase, to get preposition and following noun.

(m) Analysis of clause, to get connective (rel. pronoun, and conjunctive adverb).

(n) The complex sentence formally. It has already been informally introduced during study of clause.

(o) The compound sentence and incidentally the conjunction.

If there is anything more than this, it should grow not out of formal grammar, but out of the informal work of the preceding grades. That is to say, instruction as to inflections is naturally connected with practical grammar. Sub-classification of the parts of speech is for the most part a useless process. It does not lead to the two objectives we had in mind in beginning the study of grammar.

(5) The work to be done in the high school may be an extension of this, but the emphases should be placed on analysis of sentences rather than on classification of words. Two of the most necessary abilities in life, are that of following a speaker or writer who uses long sentences, and that of placing several ideas side by side in sentences without becoming confused in utterance or expression.

(6) During the study of formal grammar a text book may be of great assistance, (a) in prescribing an order of study, (b) in providing illustrative material. But the best text-book is merely suggestive. The raw material should be provided by the pupils. Conversation and reading should be the source of supply. Generalizations, if they are to be of real use and have educative value, must be made by pupils themselves. A classification or a definition hurled at a pupil is not his and cannot be his. More than that a definition grows with experience, and a classification is extended or altered as new illustrations are furnished. Any definition or classification is only for the occasion. The man has not yet been found who can define "subject" and "predicate" in such a way as to permit the definition to apply to all types of sentence. (Unfortunately there is not space to elaborate this, and it must be left in this way, though the exposition is open to misconstruction).

As to text-books now in use probably that recently authorized is as helpful as any. It is delightfully free from over-classification and pedantry. Pedantry has been the bane of nearly all text-books in grammar. Because a grammarian has made classifications and minute distinctions, it is no reason why he should impose these on helpless children. They are of no life value to the average person; they are of interest to grammarians only. The school should not attempt to teach to all that which concerns only a few. Therefore it is a pleasure to find a text book which is satisfied to be simple.

(6) Teachers of Latin and French often assert that pupils cannot follow these studies because they cannot recognize even the simplest sentence relations, such as subject, predicate, modifiers and object. It is said that they do not know even the names of the parts of speech. There are two or three things to be said on this point:

(a) Many pupils would have to plead guilty.

(b) The best things for teachers to do under the circumstances, is to follow the custom of Latin and French teachers who lived before English grammars were written. They taught the grammar that was needed as occasion demanded.

(c) It is often the fault, not of the student but of the text in French and Latin that there is trouble. Caesar, in his commentaries wrote a very interesting book, but some of the sentences are hopelessly involved as to thought and structure. For example, here is the first sentence that was met when the

book was opened. The translation of course, is literal—"Yet they, a space of time having elapsed, threw themselves suddenly from the woods, our men being unaware and occupied in the fortification of the camp, and an attack having been made on those who had been placed at an outpost before the camp, fought bravely, and two cohorts, (and these the first of two legions) having been sent to their aid by Cæsar, when these had halted with a very small space of ground left between them, our men being terrified by the new kind of battle, (the enemy) burst forward most boldly through the midst and took themselves thence unharmed." Really, one cannot wonder that high school students give up in despair after reading a sentence of this kind. Is not the pupil to be commended, rather than condemned for not attempting to solve the intricacies of this structure. It is cheering to know that a new text in Latin authors, more suitable to children, is about to be authorized. Perhaps some of the criticisms from French teachers might also be less severe if all were taken into account, yet there is ground for the complaint, that many students reach high school with very little knowledge of grammatical relations. They have spent so long in committing to memory the pedantic utterances of grammarians, that they have overlooked the simple truths that every speaker and writer should know. One can learn in six months almost all the grammar he requires to know, if his time is not wasted in making unnecessary and useless distinctions.

OUR COUNTRY SCHOOL GROUNDS

Almost every teacher has a taste in beautiful school grounds. Yet, not very many of our country schools have them. Be the district old or newly organized, you will find little or no hand improvement on the school grounds, except that they are generally fenced and cleared. The rest is left dependent on that which nature has in her store.

I believe that we teachers can do much to improve such conditions. First by realizing the necessity for improvement, and then, by carrying out our realization for the betterment through school activity.

Considerable necessity lies in the fact that school premises should logically correspond to the divine ideals that are taught and kept inside the school. Such

as cleanliness, order, beauty and so on. If school grounds do not correspond with these ideals, then we can not expect the children to adopt them satisfactorily. Since we know that teaching without practical reference does not amount to very much, our children must see and practice ideals both in school and on the grounds.

For the sake of beauty on the school premises, we must resort to cultivation of nature. We must plant trees, shrubs and flowers. Work of this kind with the children not only gives them experience in cultivation, but they get a chance to study and compare nature and her activities in a cultivated form, with the one in a wild state.

Beside this, if an adequate selection of plants is kept, it will prove a useful and handy reference for some of the school subjects. And, in some cases with careful planning, an ideal residential sample for the community is possible to produce.

No doubt such school grounds can not be acquired by a teacher with the pupils in a year. But after a definite plan is made and the work carried out on a yearly basis, in the course of time the desired step will come forth and without considerable extra cost.

Such plan, it is evident, must become a school property. Therefore, the teacher when leaving the district should leave it in a safe place for his successor.

Now is the time to lay out **your plan**, so that you may have it ready before your order of plants from Brandon Normal School Nursery arrives. After having your plan definitely prepared, introduce the project of planning in your school to pupils. Let them plan according to their taste. In the end compare their plans for them with your suggestion or comment.

When planting season is at hand. Beside what can be had from Brandon Nursery, a suitable collection of plants that grow in close neighborhood can be successfully transplanted. Here, again under the direction of the teacher the children will get a splendid practical lesson on horticulture, beside the relaxation of mind from their daily routine subjects.

Let us all start now! And in a course of a few years there will be a marked difference over these conditions. Our work in this matter will be benefitted by children community and our profession.

Michael J. Kozier,
Milnice School.

THE MECHANICS OF COMPOSITION

At some time definite instruction as to the mechanics of composition must be given. The instruction should be definite. It should be followed by drill, and by review exercises. Among the topics to be taken up are: Syllabification, punctuation, use of quotation marks, capitalization, standard forms for correspondence, placing matter on a page.

The following outline illustrates a method of recording facts. The pupils aided by the teachers gave illustrations of the use of capitals. The matter supplied was classified and generalizations made as shown in the outline. As soon as the first generalization was made

from the examples supplied, pupils were given a dictation exercise to test their power to apply what they had learned. Then the second rule was framed and tested in the same way. At the conclusion a story was dictated and this tested the whole field of instruction. Naturally there were questions asked by pupils, such as "Is it Legislature or legislature?" "Is it a course for First Class Teachers, or a course for first class teachers?" "Is it Mayday or May Day?"

The order given below is not what should be followed were the teachers presenting the work without collaboration of the pupils, but this is the order

in which information was furnished. The main thing is the tabulation of results, the drill on each fact as it is presented, and the review lesson testing the whole.

CAPITALIZATION

Proper names generally.

1. James Brown, Winnipeg. Canada. Canadian. Tuesday. June.

Names of associations of people.

2. Royal Geographical Society. The Presbyterian Church. The Standard Oil Company.

Names denoting membership.

3. I am a Methodist. He is a Conservative.

Particular institutions.

4. Kelvin Technical High School. Isaac Brock School. Winnipeg General Hospital.

Governmental departments.

5. The House of Commons. The Senate. Department of Public Works.

Important historical events.

6. The Civil war. The Norman conquest.

A common noun when added to a proper name.

7. I attend high school. I attend the Brandon High School. Come to the park. Come to Queen's Park.

Same rule as last.

8. There is Professor Jones. See Colonel Murray. He is a professor in a small college.

Reference to Deity.

9. The Lord He is Gracious.

When a division of the country is indicated.

10. People came from east and west. The South sent a few members.

Nouns and adjectives of race and language.

11. French language. Greek customs. Indian wars.

First word in hyphenated group.

12. Seventy-second street. Commander-in-chief. Ne'er-do-well Tom.

In an address on February 24th, Lord Burnham said, there was no doubt that education at the present time was the most hopeful thing there was in this dismal, distracted world. "I am not afraid," said Lord Burnham, "because I believe that our methods of education are better than they ever have been." He did not profess for a moment, however, that they were entirely right or

perfect. It seemed to him that the main fault and failing of the British system of national education was its bids against handicraft and manual labor. He looked upon handicraft as being an educational instrument with an indispensable value, and there was never a time when technical training was so abundantly justified as it was now.

SUMMER SCHOOL

At the Summer School, Agricultural College, it has been decided to put on a course of physical training in the new syllabus of exercises for schools, including all games and folk dances mentioned therein, including Morris dances. This course can easily be taken along

with one or two other subjects, and would provide real relaxation for those who have not had the opportunity to take this course before. The splendid facilities for this work at the College is a great advantage to all concerned.

Qualification certificates will be granted on completion of the course.

All those wishing to take this course should send in their names as soon as possible.



DEPARTMENT OF THE

Manitoba Educational Association

H. J. RUSSELL, F.C.I., Secretary
 255 Machray Avenue, Winnipeg, Man.

DR. R. C. WALLACE
President

THE 1925 CONVENTION

A magnificent response on the part of the teachers and educational officers in Manitoba, enabled the Executive to announce a membership of 1950 as the official registration for the twentieth annual convention. This is the highest registration in the history of the Association, and to all who were concerned in this record, the Executive extend their sincere appreciation. If fifty more teachers could see their way to register by mail, we should be in the proud position of being able to announce our objective of 2000 members. As a matter of fact, two more membership fees were received at the time of the writing of this article, so that if forty-eight teachers will mail their fee of \$1.00 to the Secretary, H. J. Russell, our aim will be reached.

This month, we are printing the list of new officers, Mr. E. K. Marshall's presidential address, and the report as adopted of the Provincial Retirement Fund Committee. The remainder of the minutes, and many of the splendid papers that were presented at the Convention, will be presented in succeeding issues.

In the meantime, the members are asked to remember that the Association is at their service, and that inquiries addressed to the Secretary will receive prompt attention.

Executive, 1925-1926 Officers

Hon. President—Hon. Charles Cannon,
 Minister of Education.

President—Dr. R. C. Wallace, Winnipeg.

First Vice-President—T. A. Neelin,
 Brandon.

Second Vice-President—Miss Hazel
 Manwaring, Birtle.

Secretary—H. J. Russell, Winnipeg.

Treasurer—E. J. Motley, Winnipeg.

Auditor—R. H. Smith, Winnipeg.

Committee

E. K. Marshall, Winnipeg.

Inspector E. H. Walker, Dauphin.

Inspector E. D. Parker, Sturgeon Creek.

J. A. Marion, St. Boniface.

H. W. Cox-Smith, High Bluff.

W. Mountford, Winnipeg.

A. C. Campbell, Winnipeg.

F. D. Baragar, Winnipeg.

J. H. Hall, Garland.

Inspector A. A. Herriot, Gladstone.

Inspector Roger Goulet, St. Boniface.

H. Allbright, Manitou.

Miss Alda Brown, Newdale.

Miss Elsie McIntosh, Winnipeg.

Miss Margaret B. Ross, Decker.

Miss Jessie Laurie, Portage la Prairie.

Dr. W. T. Allison, Winnipeg.

H. McIntosh, Normal School, Wpg.

PRESIDENTIAL ADDRESS

(by E. K. Marshall)

Ladies and Gentlemen:

I have much pleasure in welcoming you to this Conference, the twentieth Annual Convention of the Manitoba Educational Association.

This Association is now reaching its majority—and a very sturdy organization it is. Our Secretary informs me that the advance membership now is the highest in its history. This is

very gratifying indeed, not only to the officers of the Association and to the membership, but to those who were associated with the M.E.A. in its early history. To their wisdom and energy, their loyalty and support, is due much of the present attainment. Two men, of course, stand out as chiefly responsible for these results, two men long associated with the secretaryship, Mr. P. D. Harris, for many years secretary and then president, and Mr. H. J. Russell, secretary for the past five years. But, of course, no group of officers, however efficient they might be, could do much if they did not receive the support of a host of teachers and others interested in education, who, not only faithfully attended the various sessions but contributed valuable papers and led in the discussions. It is gratifying indeed to the older members to see so many of our younger people sharing the burden and responsibility of our organization.

But before I proceed any further with my remarks, I wish briefly to refer to the first break in our long line of presidents. It is with deep sorrow and regret, that I refer to the death of Major J. H. Mulvey, (President 1915; Treasurer 1908). Few men served with greater distinction or rendered more devoted service in the teaching profession of Manitoba than he. He died as we would have expected him, working and thinking only for others. Whilst I deeply regret the passing of an old and very dear friend, I rejoice that he has left behind him fragrant memories that are treasured in hearts that loved and trusted him, and in lives that were ennobled by the inspiration of his teaching and the richness of his example. I rejoice that his life has added such lustre to a noble calling.

Later on in the Convention, a resolution embodying the sentiments of this conference towards the memory of Ex-President Mulvey will be presented for your endorsement.

It is now my duty to present to you something by way of a Presidential Address, and I shall be quite brief

whilst I offer a few remarks on a very important subject:

History and Citizenship

May I remind you of Aristotle's conception of the two-fold end of education. Education aims at producing such a character as will issue in acts that tend to promote the happiness of the State, and secondly, that aims at preparing the mind for the use and enjoyment of leisure which becomes possible when the practical needs of life have been satisfied. The best life, then, for a man is something higher than the best State, the existence of the State being justified by making this life possible. Education, therefore, is a preparation for living, life being primarily related to the family, community and State, but extending beyond these.

Children, then, must be regarded from the beginning not only as future citizens in the ordinary sense as having to do with life in communities, but as spiritual beings with interests, hopes and aspirations quite apart from those we call "Matters of everyday life."

Few things are more interesting than what former ages have accomplished, what other people have done and thought and felt and hoped, how bygone nations faced their own particular problems and tasks. The reverence for brave deeds, the interest in how difficult and trying situations may be met, whether in our own times or former times, should be cultivated. History should and may reveal to boys and girls, to men and women, a rich treasure of inspiring attempt and achievement.

The world is what it is to-day because of the thoughts and action of people of yore. To understand present day complex problems, it is helpful, it is sometimes indeed necessary, to be able to trace these back through their sequence of correlated causes, to study the problems as they changed and compelled participation on the part of the peoples of former times.

History is no more chronicle of political intrigue, nor is it the record of battles long ago, interesting and alluring as some of these may be, and painted in the bright colors of imagination as they frequently are. They have

their values; but their values are relative to other values, literary and religious movements, social and economic changes, progress of invention, the triumph of man over natural difficulties are all part of the record of the race.

History is the record of human achievement; citizenship is human beings achieving. The two are a unity in a sense because the present is constantly becoming the past.

Citizenship concerns itself with the problems of how men and women live together to-day; history, how yesterday. Citizenship is interested in how people to-day deal with pressing problems of domestic, municipal and national life, how they co-operate or dispute. In short, citizenship is present-day history; it is history in the making.

We cannot if we could ignore the past. We cannot escape the past any more than we can completely dissociate ourselves from our own youth. "The child is father of the man" said the poet: and so says the historian. To understand the present, to see the importance and value of factors involved, is intimately dependent upon some knowledge of the past.

Possibly it is in times of national crises, whether of war, political disputes, economic troubles or social difficulties, that values in such intangible matters as citizenship and what it involves can best be realized, and in the response made in times of emergency through which we have recently passed and are still passing, the part played by the whole body of teachers in this preparation for nationwide participation should not be overlooked.

Citizenship is not something to be produced in young people by a series of lectures or by lessons out of a book. It is rather a spirit that must be developed and lived and is the natural outcome of effort in many directions. Such subjects as literature, science, mathematics, are factors as well as history. The home, school, playground, community-environment, reading, are important determinants in developing civic and national interest. History, however, as the record of the race, has

a peculiarly vital relationship, and the problem that faces the teacher of History is wider than the chronicle of events.

In teaching history we should aim at arousing a wide and lively interest in the record of the past, at securing a knowledge of and interest in the men and women who have ennobled the records of almost every nation, and at assuring a grasp on the important turning-points of history, particularly as touching British and Canadian history. Its value, it will be remembered, lies in the acquisition of intelligent views of the development of national life, embracing intellectual, social, commercial and religious aspects as well as political. And further, this value will never amount to much if not linked up with men and women who were real human beings not much unlike men and women of to-day. In a sense, History is a well-chosen course of Biography; only, this series of Biographies must contain accounts of ordinary men and women who did faithfully and well the tasks of life without the publicity which attaches to much that is called of historic value.

In History the student learns to judge of the truth of things just as we do to-day of the actions and motives of others. At its best it is a training on the intellectual and moral side. The power of testing evidence, of sifting fact from gossip, of allowing for prejudice, of considering proximity of time and place, was never more needed than at the present time. This is the temper: justice to all and veneration for the good and great. Both of these are qualities eminently called for in a democratic age, and both can be generously helped by a study of History.

History can encourage and stimulate an intelligent patriotism, a pride and interest in one's own land, its characteristics, its institutions, and it can foster a desire to be of value to it. The example of great and good lives is a means of making a man realize his own responsibilities and opportunities towards his own time. It was a saying of Burke's, that those who never looked back to their ancestors will never look

forward to their posterity. Creighton has shown what a strange and wonderful continuity there is in British history. The men who drew up the Magna Carta, the basis of English constitutional liberty, were guided by the same practical wisdom and the same desire to avoid abstract questions and to deal with actual things, as the men who drew up the Petition of Right, 1628, or the Declaration of Rights, 1688, or the British North America Act, 1867. Drake and Nelson showed the same glorious self-confidence, the same initiative, as the men who won Crecy and Agincourt, and were not different from those who served in the Great War, or who to-day are doing the tiresome, tedious tasks of common life. No one can fully appreciate the work of everyday life who does not know something of the history of the past as a record of the arts of peace as well as the arts of war.

The future will have problems of federation, of defense, of development, of fiscal and political union, problems of capital and labor, of luxury and poverty, of religion and education which will tax both our statesmen and our citizenship. A training in history is a valuable preparation. "It is sheer presumption," says Frederic Harrison, "to attempt to remodel existing institutions without the least knowledge how they were formed, or whence they grew; to deal with social questions without a thought how society arose; to construct a social creed without an idea of fifty creeds which have risen and vanished before."

Further, ignorance makes us unsympathetic. Thus we linger over the successes of the Black Prince, and the French over those of Joan of Arc. We hardly do justice to the part the Spanish played in the Peninsular War. The French historians to the part we played in the Crimea. History should make us more intelligent, more sympathetic, more tolerant. It should develop broadness of judgment, and ought to break down the self-sufficiency which produces indifference in national affairs.

A study of history emphasizes the place character rather than cleverness has in life. The authority of the old

Roman leaders lay not so much in the grasp they had over men's minds, as it did in the response to the power always granted to persons of sterling ethical character.

Character is one of the constants of human history, and is largely independent of time and place. Honesty, energy, faith, truth, courage, are constants in the records of the human race. Character has always been the propelling force and mainstay of man, the force that shapes and colors his desires, his hopes, his fears. Its relation to history is more important than some people think, and the great lesson of history is, that righteousness alone exalts a nation and sin is a reproach to any people.

Wherever and whenever nations were in need of some great inspirer of confidence, they naturally and instinctively turned to some one in whom they could trust, to a personality in whom character was the central consideration. When England was at war with Louis XIV. the mightiest monarch of his time, the people placed their faith not in the brilliant, rather over-intellectualized Halifax, but in William the Third, who asthmatic, constantly ill, often thwarted, yet never hesitated in the content and enterprise that his indomitable character had decided to carry through. Great leaders of old or of the present are not necessarily people of superior, scholarly attainments, important as these undoubtedly are. Their force, the secret of their influence, was largely the impressiveness of their character. They preserve intact in their hearts a great belief, a lively hope, a magnificent to-morrow. When people waver, they remain firm; when people hesitate, they advance. How true this is of the moving figures of history: Moses, Isaiah, Solon, Pericles, Cincinnatus, Caesar, Hannibal, Hampden, Cromwell, Boothe, Lincoln, etc.

History strangely shifts values. What may be of interest to people to-day, may historically be of minor value to other generations. I suppose few men were better known in the world about 1776 than the Prime Minister of England. A century and a half passes and few hear the name of North, but the world knows

to-day few figures better than the contemporary of North and Townsend. George Washington, similarly, may I venture to predict that a century hence, more people will know the name of Lincoln than Bismarck, and of Macdonald than Gladstone. Macdonald is so closely associated with Confederation, that future Canadian History will continually refer much to him and the growth of Canada in world affairs will rather be augmented as the decades pass, and these years will naturally add lustre to his name.

Of course, the accumulation of the experience of the race becomes enormous, and there needs to be rearrangement of the rich deposits of the ages, a shifting, and interpretation. And here is where the grave responsibility of the historian enters. Much that has been preserved and is still emphasized concerns wars only. There is a growing change in sentiment in this respect, and a keener interest evidenced towards the record of the arts and sciences. It is worth while for us to have the story of achievement, even the achievement of battle, but our purpose should become more

largely the glorifying of the achievements of the common tasks of life. Our heroes and heroines must be more extensively chosen from those who ministered to the alleviation of suffering, to the building up of kingdoms of righteousness. The teaching of history to add to citizenship must weave a glamor about the art of living useful and quiet lives, such as has been woven about the arts of war. Already some of the poets and novelists have done this, and the glory of Dickens is that he lent a halo to the tasks of ordinary life.

It is appropriate, I think, that we educationists consider seriously the vital relationship between an account of those who lived in the past and those who are to live to-morrow. The teacher is the interpreter of yesterday to the boy of to-day who will be the man of to-morrow, the heir of the ages.

May our interpretation of history be such as will inspire our students to noble living and high thinking, to the discharge of duty for duty's sake. May we say to them:—

"To you from failing hands we throw
The torch: be yours to hold it high."

Elementary

LANGUAGE IN ELEMENTARY GRADES

Vocabulary Study

(Continued from March)

1. An Alphabet Book—

Interest in alphabet books continues in grade II. A step in advance is made by listing under each letter of the alphabet all the words the pupils can cut from magazines, copy, or write from memory. In the second year class very attractive alphabet word books were made as follows: Seven sheets of gray drawing paper 9x12 inches were folded and sewed together, making a book of twenty-eight pages 6x9 inches. A page was given to each letter of the alphabet. At the top centre of each page was pasted a capital letter.

The pupils were constantly on look out for words which they cut out and kept until given an opportunity to paste in the proper place in the books. No pupil could paste in a word he did not know. A glance at some words taken at random from a few pages of one child's book may serve as a sample of what may be expected:

A—Apples, alone, arrow, afraid, another, animal, after, almost.

B—Become, better, because, birthday, between, bright, beans, balloons.

C—Christmas, counted, Canada, cooking, creamy, could, clean, country.

N—Nurse, north, never, nights, November, neither, nothing, needed.

Y—Yarn, yellow, yourself, yesterday, yours, yeast.

2. A House Book—

In another class the pupils made a house book. This was a class project. On the first page was pasted a picture of the exterior view of a house with lawn, shrubbery and walks. Any pupil was allowed to write under the picture the name of any object shown in it, after he had spelled it aloud correctly. The other pages of book contained pictures of interior views of the house. Here is given a partial list of the words taken from each page.

Page 1—Exterior view of house:

House, brick, chimneys, doors, glass, steps, roof, pavement, hedge, grass, flowers, driveway.

Page 2—Picture of hall:

Hall, stairway, handrail, clock, windows, curtains, mirror, chair, picture, rug, table.

Pages 3 and 4—Picture of living room:

Enough words to fill two pages were given. Among these words were: Bookcases, books, electric lamp, cushions, window seat, doorway, electric fixtures.

Pages 5 and 6—Picture of bedroom:

Bedroom, curtains, dresser, candle, candestick, bed, pillows, pillow slips, blanket.

Page 7—Picture of dining-room:

Thirty-five words were given. Some of them were: Dining-room, furniture, sideboard, fruit, dishes, table-cover, buffet, flowers.

Pages 8-11—Pictures of kitchen and kitchen utensils:

Four pages of kitchen pictures and names finished the booklet. Among the names were: kitchen, sink, saucepan, kettle, frying-pan, stove, broom, faucets, match box, potato masher.

Anyone reading these lists of names must be impressed with the fact that the pupils making the lists were alert and were observing keenly, with a purpose in mind, many of the words given, though common ones were new to many of the pupils.

3. Other Word Books—

Other vocabulary books may contain pictures and names of animals, fruits, flowers, vegetables, or birds. After the name of each object should be written the names of its parts, its colors and attributes suggested by it, as, under a cat, may be written: head, ears, eyes, nose, mouth, whiskers, neck, body, back, sides, legs, feet, paws, claws, toes, fur, gray, white. Under the picture of an orange may be written: orange, skin, pulp, juice, seeds, stem, round, juicy, sweet.

Books naming common things and their parts and attributes are good because the pupils can use the words at once and repeat them frequently in daily life.

Many incorrect and meagre descriptions are due to lack of training in observing, and naming characteristic attributes of the thing described.

IV. Word Study

Preparation for a Description, a Type Lesson—

A comfortable gray cat had been brought to school. It sat on a sunny window sill during the lesson. After a few words of introduction, telling cat's name, Sally, and cautioning against frightening the visitor or handling her roughly, the teacher told pupils to look at the cat and give words telling how she looked. Next they were allowed to feel the cat and give words telling how she felt. Pupils were then asked to listen to the noise pussy made and give name of noise.

Teacher—"Now that you have looked at Sally, stroked her and listened to her purr, you should be able to tell me what kind of pussy she is. Do you think she would scratch a good child?" An emphatic "No" was the answer. "Do you think she is a naughty pussy?" Again the answer was "No." "Well then," continued the teacher, "tell me what kind of pussy you think she is?"

Here is list of words given by pupils and written on blackboard by teacher:

After Looking—Old, big, gray, neat, clean, fat, eyes, nose, mouth, whiskers, ears, tail.

After Feeling—Soft, warm, smooth, fur, cold nose, sharp claws.

After Listening—Purring.

Disposition—Kind, good, gentle.

Note that the words listed suggest a fairly clear picture. With the lists on blackboard, the pupils gave sentences telling how Sally looked and felt, the noise she made and the disposition she possessed. Under the title "Sally," the teacher wrote the sentences. The following sentences appear as accepted. Some were copied exactly as given. Others had to be worked over to secure better grouping of words or to correct some speech error.

Sally

Sally is an old gray cat. She is big and fat. She looks neat and clean. Her eyes are gray and her nose is black. She has whiskers over her mouth. Her ears are sharp. Her tail is long and round.

Sally's fur is soft and smooth and warm. Her nose is cold and her claws are sharp.

Sally is purring.

Sally is a good, kind, gentle pussy.

Discriminating Choice of Words

Polar Bear Game—

Material—Mount polar bear at top of cardboard. Beneath print following adjectives:

Kind, fierce, tame, huge, cross, thirsty, shaggy, polar, fat, wise, wild, monstrous, savage, strong, clumsy, angry, playful, dangerous, immense, mean, white, ferocious, large.

Game—In developing this work, give one adjective at a time and let children apply it to the bear. Whenever possible draw from children other adjectives of a similar meaning.

Children may tell what kind of a bear they

1. Would not hurt.
2. Would not shoot.
3. Would like to play with.
4. Would like to feed peanuts.
5. Would like to muzzle.
6. Would like to chase.
7. Would like to call.
8. Would like to buy.
9. Would like to sell.

Synonyms and Antonyms

To add variety and definiteness to the vocabulary, the pupils in second grade should begin the study of synonyms and antonyms.

In the "Deming" books, mentioned in outline, there are a number of suggestions for work of this kind both for low grades and high.

Word Appreciation

The pupils' attention should frequently be called to beautiful or expressive words and word groups in memory gems, poems or stories. They should be encouraged to use such words and expressions in their daily speech.

Every lesson, device or project that increases the pupils' vocabulary, increases his store of ideas and helps him express these ideas more clearly, correctly and effectively.

Grade I. Conversations—Oral

Aims—To encourage children to talk freely.

To secure distinct articulation and natural speaking voice.

To make a beginning in securing the sentence sense. The difference in classes must be recognized, and the language work suited to each. With non-English much time is needed for acquiring a vocabulary. With the illiterate, one needs to stress the forming of habits of right pronunciation and correct form, while with children who come from cultured homes, more time can be devoted to effective speaking. But all should work toward the same goal i.e., the developing of skill in speaking clearly, distinctly and correctly.

Children's talk should be free, but must be directed. The first and sometimes the hardest thing to do, is to get the pupil to talk. But talking from the very beginning should be to some purposes. The garrulous child must be restrained, trained to think before speaking (for his own sake and for sake of class), and to express his thoughts in sentences. The chattering child is usually careless in his speech,

using "and" "so" and "then" too frequently and forming habits hard to break. The class should not be subjected to his careless speech and uninteresting gabbling. The pupils' speech should be brief for the sake of the timid pupil, the pupil who if left to himself would remain silent or monosyllabic. When the conversation is interesting, he can be induced to express his thought in one or two sentences. Without an interesting speaker and an interested audience, it is impossible to secure best results in oral language.

In their first attempts at oral expression, it will be wise not to interrupt the pupils for correction of speech errors. If their stories are kept short, fewer mistakes occur, and they may be corrected after. When pupils have overcome their first shyness and feel confidence in the teacher, she may wisely correct errors as they occur, in an unobtrusive way so that the pupil may substitute correct form and go on with the story.

Selecting and Developing a Subject

Choose a subject that is interesting and that children know something about. "How I help mother," "What my pet does," etc. Then direct pupils' attention to the most interesting of these facts, to arranging them well and to making it possible or obligatory for pupils to think.

Training in Sentence Structure

Require thoughtfully formed answers to carefully put questions. In a recitation all answers need not be full sentences. To insist on this will kill interest and make conversation stiff and uninteresting. The standards of good conversation in social life should be the standards governing a recitation. In many cases we can and should set up the conditions for the use of sentences by saying, "Tell me so and so," instead of putting a question. Begin by calling for one statement, one thing pupil has done. Do not tempt the speaker to ramble on.

Suggestions for Developing, Guiding and Controlling First Efforts

a. One sentence—

Teacher: I have a baby sister. She can speak through the telephone.

Who has a baby sister? Tell one thing your baby sister can do.

Teacher: I have a dog. He can jump through a tire.

Who has a dog? Tell one thing your dog can do.

Teacher: My cat washes her face every time she eats.

Who has a cat? Tell one thing your cat does.

Teacher: Tell me one thing you do to help your mother.

Begin this way—

I help mother set the table.

Teacher: Who has been at the Park? Tell me one thing you saw.

Teacher: Who saw the parade?

Think what you liked best. Tell me about it.

Think what you would buy if you had five cents.

Tell what you think.

b More than one sentence—

Teacher: Look out of the window.

Think what you saw. Tell two things that you saw. Tell it in this way: "I saw a street car." "I saw a snow plough."

Think of two things you saw on your way to school.

Tell what you saw.

Think of what you did on Saturday.

Tell two things you did. Begin this way—

On Saturday I—

Teacher: Who has a boat?

Select three children who signify they have a boat, to come to the front of the class.

Teacher: To first child: Tell me you have a boat.

Child: I have a boat.

Teacher: To second child: Tell me the color of your boat.

Begin this way It—

Child: It is green.

Teacher: To third child: Tell me one thing it can do.

Begin with It—

Child: It can sail.

Next have the three sentences repeated by the children, one after the other, so as to give the effect of a connected whole. This method gives a strong impression of three complete sentences, and should be continued until it is certain that the children have no further tendency to give their thoughts connected by "and." The last step will be to have one child give the three sentences.

The teacher must be ready to give help through suggestive questions, until children respond easily.

In Mahoney's "Standards in English," and in "Speaking and Writing English" by Sheridan, many illustrative oral efforts are given. They are simply to show that children actually have ideas to express that are interesting, and the form of expression that teachers may secure by skilful handling of oral work.

One of the most noticeable features of these illustrations is, the evidence of the short sentence with rather few "ands." Children do not take to this mode all at once, and there are some illustrations of what may be expected for sometime. Then too as before mentioned, considerable range of ability in oral language is to be expected in any class. The teacher must act accordingly, trying to help each to reach level of which he is capable. Rate of improvement varies both as between individuals and as between classes. The class must be carefully observed, and individual and group instruction given as teacher's skill and time permits.

The following samples are copied from Mortensen's Course of Study in Elementary English. They are given merely as approximate standards of achievement in oral composition in grade I.

FAIR:

I have a cat. I pulled my cat's tail. My cat scratched me. (This composition has the merit of correct sequence in clearly defined sentences, but is ordinary i.e., has nothing to indicate that this cat was different from any other cat).

GOOD:

I like the ladders. I can climb up them. I turn somersaults all the way down. (The theme is more mature than the fair composition. The sentences are closely related in thought. There is an expression of preference).

EXCELLENT

We had a little yellow bird. One day my mother took me down town, and when we came home our bird was dead. We forgot to turn off the gas heater and it killed the bird. (The telling of a complete incident with the explanation involved, places this composition in the excellent group).

SUPERIOR:

Yesterday I picked up my cat and held him on my lap. I saw something sticking on his paw. It was a grasshopper's foot. He must have had a fight with a grasshopper. (This is interesting because of the suspense. The inference expressed in the last sentence is unusual for the first grade).

Preparation for Written Work

No written language work is required in the first grade, but a good foundation may be laid for written work by a methodical use of the word and letter-cards provided for the seat-work.

Train children to respect their own work before the teacher looks it over. Train them how to use material i.e., the right handling of word and letter tickets. Do not have so many on the desk that it is crowded. Have tickets spread out so each one can be seen. See that children search with eyes not fingers. Don't allow time to be wasted picking over tickets, sifting through fingers, etc.

The making of rhymes or sentences with letter cards, from a copy, affords an opportunity to teach the placing of the sentence in a straight line across the desk, the proper spacing of words and the placing of the capital and period in every sentence.

At the end of every such seat work period, the teacher should direct the class as follows:

Look at your work. See if letters are placed in straight line.

Is there a space between words.
Read it over. Is every word there?
Look at each word. Is every letter there?

Are all letters right side up?
Is there a capital at the beginning?
Is there a period at the end of every sentence?

In the next stage of work, children should be taught to build sentences from the teacher's dictation. Such sentences should always be composed of known words, and the children should inspect their own work as outlined above.

Then children may build individual sentences with word or letter-cards. There should be rearrangements of the rhyme or story already studied. An illustration follows:

Little squirrel jumps for joy.
Run little squirrel run.
Play in the tree little squirrel.
The little squirrel plays in the rain.

Lastly, children may make original sentences! They should be encouraged to find out how to spell the words they want to use. They should be held strictly to the correct spelling of used words. Allow no guesswork.

Toward the end of the year most first grade classes have learned to write and are learning to spell. Such exercises as the following afford practice in penmanship, spelling and sentence writing.

Writing Rhyming Sentences

The teacher selects a list of phonic words, such as words ending in "ay." She carefully writes on the board a number of complete sentences for the pupils to copy, and gives them all necessary aid in writing other sentences, e.g. She may place on blackboard:

D is for day.
G is for gay.
H is for h—.
L is for l—.
M is for m—.
P is for p—.

S is for s—.

W is for w—.

Before the pupils write they read the first two sentences, and complete the others saying:

H is for hay.

L is for lay, etc.

The teacher calls attention to capital letter at beginning and period at end of each sentence. It will be seen that such an exercise affords drill in penmanship, copying capitals and corresponding small letters, and practice in writing a common combination "ay," and in copying two common words "is" and "for."

Writing Rhyming Alphabet

The teacher writes the first line of a couplet in the blackboard, and having indicated what the second line shall be, requires the pupils to finish each couplet, as:

A is for at.

B — — —.

C is for care.

D — — —.

E is for ear.

F — — —.

G is for got.

H — — —.

I is for ill.

J — — —.

K is for Kid.

L — — —.

Supplying Last words in Rhyme

The teacher writes couplets on the blackboard leaving a space for the last word in each. Pupils read the couplets and supply the missing words. Later each pupil copies a couplet and finishes it by supplying the last word and the closing mark of punctuation, e.g.:

High in the sky.

The birdies (fy).

High in the sky.

The clouds float (by).

High in the sky.

My kite can (fy).

High in the sky.

A star I (spy).

Children's Page

The Making of Birds

God made Him birds in a pleasant humor;
 Tired of planets and suns was He.
 He said: "I will add a glory to summer,
 Gifts for my creatures banished from Me!"
 He had a thought and it set Him smiling,
 Of the shape of a bird and its glancing head,
 Its dainty air and its grace beguiling:
 "I will make feathers," the Lord God said.
 He made the robin; He made the swallow;
 His deft hands moulding the shape to His mood,
 The thrush and lark and finch to follow,
 And laughed to see that His work was good.
 He who has given men gift of laughter
 Made in His image: He fashioned fit
 The blink of the owl and the stork thereafter,
 The little wren and the long-tailed tit.
 He spent in the making His wit and fancies;
 The wing-feathers He fashioned them strong;
 Deft and dear as daisies and pansies.
 He crowned His work with the gift of song.
 "Dearlings," He said, "make songs for My praises!"
 He tossed them loose to the sun and the wind,
 Airily sweet as pansies and daisies;
 He taught them to build a nest to their mind.
 The dear Lord God of His glories weary—
 Christ our Lord had the heart of a boy—
 Made Him birds in a moment merry,
 Bade them soar and sing for His joy.

—Katherine Tynan.

EDITOR'S CHAT

My dear Boys and Girls:—

April's wonderful Pandora Box is closed and all her gifts have taken wings and flown away, and here is May, her sweet face smiling among the tree buds, her arms filled with plum blossoms, marsh marigolds, spring birds, and all the gifts that come with the beginning of summer.

May has one great school day for us—Empire Day, and that is followed by another great day, a holiday, Victoria Day. This year I expect Empire Day will be kept on Friday, 22nd, and Victoria Day on Monday, 25th. I am sure that nearly all of you know that Empire

Day is the day when we talk and sing and read and tell about the great Empire to which, as Canadians we belong. Wise men have said many things about this Empire and one of them that you often hear is "The Empire on which the sun never sets," and another which was once on a stamp which we put on our letters ran like this: "We hold a greater Empire than has been."

Canadians are not very great boasters, and English people hardly ever boast about their country; in fact sometimes you would think to hear them talk that they were not proud of it at all, but when it comes

to doing things they waste no time. However, while I don't think boasting is a good thing, I do think it is sometimes good for people and countries to think about themselves and feel a little proud of what they have done, and Empire Day is the day of all days when we may be forgiven for talking about our country, about our Empire and perhaps even boasting a little about what we have done. "The Empire upon which the sun never sets." Think for a minute what that means! Early in the morning we see the sun rise over the horizon of our bit of the world and we watch it as it travels across the heavens, but when it sinks below the horizon in the West we seldom think that as it sinks for us it rises for the other side of the world, the side where Australia, New Zealand, India and South Africa lie. Always sunshine somewhere on some part of the British Empire to which we belong! A wonderful thought isn't it?

"We hold a greater Empire than has been." In ancient history we read of great Empires, the Empire of Alexander the Great, the Roman Empire, the Empire of Charlemagne, then later the German Empire, but there has never been, and probably never will be, a greater Empire than the British Empire. Now when we say "great," just what do we mean? In ancient days the word "great" meant that the Empire had much land, that it had won by conquest and ruled with cruelty; boundless wealth, a tremendous army, a powerful king (who rode in a golden chariot and had wealth uncountable); magnificent temples, mighty palaces, great caravans, and probably ships that sailed to far off lands and returned laden with spices and jewels and all manner of luxuries for the rich; also it meant that there were thousands of people who could neither read nor write, millions who were slaves, and were bought and sold like cattle; thousands who died of horrible illnesses that no one ever tried to cure; thousands more who starved; and millions who lived and died prisoners in their own countries, ruled by men they hated and who hated them.

What does the greatness of the British Empire mean? Great lands? Yes—but each one ruled by its own people, and loyal to the Mother-land not through fear, but love—Great temples and buildings? yes—and most of them free to everyone. Great wealth? yes—and much of it used to alleviate suffering, to cure disease, to right wrongs. A great King? yes, but no jewel covered monarch, but a simple, kindly man, with every moment of his busy life given to working for and caring for his kingdom. A great army? yes—when need arises, but composed not of soldiers who spend their lives conquering and killing, but of men who hate war, but are willing to give their lives to defend their homes and the right. There are still thousands of poor and sick and miserable, but there are also thousands of hospitals, homes, sanitariums, and asylums for helping them. The whole land is filled with schools where the very poorest can not only learn to read and write, but can learn too the care of their bodies, and a love of beauty and order. There are no slaves in the British Empire, and where Britain rules it is with justice and freedom. Hundreds of doctors and scientists spend their lives trying to find ways of helping people, and those who are wealthy are constantly contributing to libraries, hospitals, and other institutions. Great ships speed back and forth across the oceans and the lakes, and up the rivers of the world, but they do not only carry jewels and peacocks and spices for the wealthy, but wheat from the prairie fields of Canada to feed England; coal and tin from the mines of England to supply Canada's needs; sheep and gold and iron from Australia and New Zealand wherever they are needed in the Empire; jewels and gold and feathers from South Africa to the markets of the world.

We have great men and women—and these are what make our Empire great! We have wise and learned rulers; clever scientists, doctors and teachers; brave explorers and discoverers; writers of songs and books and poems, who give

meaning to the world; and thousands upon thousands of splendid men and women who work and do their share and more in the world everyday.

Thinking of all these things can we not say without boasting, we belong to the greatest Empire that has been?

Victoria Day

On Empire Day take some few minutes anyway for thinking and reading of the queen who for over sixty years did so much to make our Empire great and in whose memory this day—her birthday—has been made forever a holiday for the British Empire. In Canada we have too many pictures and statues of Queen Victoria as she was the last few years before she died, a little stout old lady. In England you seldom see her pictured like that, but as the slim young pretty girl who was wakened so early on that morning in the far off year, 1837, to be told that

she was to be England's queen. For over sixty years she ruled that great land, and during that time she faced many anxious days, wars on land and sea, and troubles at home and abroad, but through all the worries and anxieties she moved, a wise, loving woman, who was greatly beloved by her people, who brought the Empire together as no other sovereign had ever done before and left us the Empire that is ours today. I can remember how Canada mourned when news of her death came and how it seemed that no other king or queen could ever be so wise or good. A few years before at school we had had scribblers with wonderful colors to celebrate the diamond jubilee, and after all the rejoicing it seemed as if we had lost a great friend when the queen died. Read about her in your histories and think of her as one of the great Empire Builders.

OUR COMPETITIONS

Don't forget the June competition, the stories to be in before June 1st. The true story of a boy or girl hero. There will be a prize of a hero story book for the best story neatly written and well told. We are going to publish three more of the "Special Mention" verses on the crocus this month.

The Crocus

Hello Crocus, you call of the summer,
Fair yellow daffodils answer your call
When the wind wakes how they play in
the grasses.

Here's to the children

Who will pick them all.

Hello crocus and buttercup
Fair yellow daffodils straight and tall.
A sunshiny world full of laughter and
pleasure,
All fresh hearts gladly brimmed full of
them all.

Hello crocus and buttercup.

Mother shall thread them in wreaths
and chains.

Sing a song of the pretty hedge-sparrow
Sing it once and sing it again.

My name is Thelma Irwin,

Age is 11 years.

Beaver, Man.

The Pasque Flower

O welcome, little purple flower!

The first to come in early spring,
Even before the earliest shower,
Or e'er the birds begin to sing.

O welcome, little purple flower!

Which hides so deeply in the grass,
And seeks its cozy hidden bower

That those who seek it often pass.

O welcome, little purple flower!

The first sure sign that winter's past,
Which brightens many a weary hour,
And tells that spring is come at last.

John O. Anderson,

Age 12, Grade VII.,

Stonewall Public School,

The Crocus

March days are nearly o'er, and the
crocus is at our door;

"We'll bring her in," the children cry,
 "We cannot bear to pass her by."
 The crocuses are coming again,
 Amid the April sun and rain;
 We'll all go out to pick them soon,
 When robins sing a merry tune.
 Of all the flowers I love in spring,

The crocus stands above everything;
 She is the first to greet us here,
 When days are bright, and cold and
 clear.

Irene Alice Willson,
 Caronton S.D., Boissevain,
 Man. Age 11.

HOW ALL THINGS BEGAN

A Danish Folk-tale

(Continued from last issue)

After Odin had killed Ymir he formed the earth of his body, the seas of his blood, the mountains of his bones, the trees of his hair, the heavens of his mighty skull, and from his brain the clouds, charged with hail and snow. Of Ymir's eyebrows the gods formed Midgard (mid earth) destined to become the abode of man.

The mighty ash tree Ygdrasill was supposed to support the whole universe. It sprang from the body of Ymir and had three immense roots, one extending into Asgard, the dwelling of the gods; one into Jotunheim, the abode of the giants; and the third to Niffleheim, the regions of darkness and cold. By the side of each of these roots was a spring from which it was watered. The root that extended into Asgard had three goddesses to attend to it. These three had peculiar names: Urdur, the past; Verdandi, the present; Skuld, the future. The spring at the Jotunheim side was Ymir's well, in which wisdom and wit lay hidden, but the root that went to Niffleheim feeds the snake of

darkness which gnaws perpetually at its root. Four harts ran across the tree and bit its buds, they represented the four winds. Under the tree lay Ymir, and when he tried to shake off its weight, there was an earthquake.

The rainbow was the bridge that crossed from earth to the home of the gods, where were supposed to be gold and silver palaces, the most beautiful of which was Valhalla, the dwelling of Odin.

Odin had two ravens, Hugin and Munin who sat on his shoulders at evening and reported to him all they had seen as they flew over the world by day. His two wolves, Geri and Freki, lay at his feet and ate all the meat that was served him as he never ate, but drank only mead, which was both food and drink to him.

This is a little bit of the story of the beginning of things as it was believed by the ancient Norsemen. When you grow older you will read more of these fascinating legends and tales.

Out of the dark a shadow,
 Then a spark;
 Out of the cloud a silence,
 Then a lark.
 Out of the heart a rapture,
 Then a pain;
 Out of the dust, cold ashes
 Life again.

—John Bannister Tabb.

Junior Red Cross

CORRESPONDENCE BETWEEN SCHOOLS

A very interesting portfolio has recently arrived in Manitoba from the Roosevelt School in the city of New Rochelle, New York. The pupils taking part in it are in grades 1 to 8, and their ages range from six to fourteen years. In answer to a question asking for the name of the country with which these New Rochelle boys and girls would like to correspond, the name "Canada" is given. Manitoba is the fortunate province to receive this most interesting portfolio.

The best description of this would be "a work of art." On the cover is a drawing of a ship bearing on its sail the Red Cross and with the Stars and Stripes waving from the stern. Down the gangway there are sailors passing with piles of letters in their arms, labelled also with the symbol of the Red Cross. These are designed for the boys and girls, members of this world-wide Society, who are anxious to receive news from their distant friends. Inside the cover there is an inscription "Dedicated to our Junior Red Cross friends." Then follow pictures of some of the pupils grouped round a bust of the famous Theodore Roosevelt, formerly president of the United States.

The main portion of the portfolio begins on the third page and is prefaced by a letter written by the teachers of the school to the Juniors who are to accept the gift of this beautiful portfolio:

"Dear members of the Junior Red Cross: It was a great pleasure to the pupils of the Roosevelt School to prepare this portfolio. They thought of you constantly as they worked, for they were anxious to make this book convey not only an impression of their lives in and out of school but an expression of their desire to be friendly to you.

"We hope very much that our portfolio will please and that you will wish to answer."

This greeting is followed by a history and pictures of the school, with a composition by one of the older pupils describing the contrast between the old and new schools. Snapshots give a vivid idea of the kindergarten department, while crayon drawings by the little ones show the emphasis on art work that is quite a feature throughout the volume. This is repeated during the pages devoted to the earlier grades—each page showing a slightly advanced stage in the colouring and composition of the drawings. The cut-out color work is exceptionally good. In the progress up the school one is struck by the combination of original poetry with the drawings.

But the pages are full of more than art work. Number work is also given in neat and attractive fashion by the youthful contributors. This is varied by compositions and even cross-word puzzles! Letters, poetry, Easter Greetings and Hallowe'en devices are to be found among the work of the sixth grade. Map drawing, charts, diagrams and attractive drawings adorn the pages devoted to the older grades. This latter section is attractive beyond words.

In fact it is impossible to describe adequately this charming piece of work. If the principal of a graded school would like to know more about it, a request addressed to the superintendent of the Junior Red Cross, 187 Kennedy Street, Winnipeg, will bring the volume to the writer immediately. A personal inspection will do more than anything else to prove the value of such a portfolio in teaching citizenship and other school subjects.

The Red Cross Outline for Rural School Nursing gives the following three objectives of school nursing:

1. To aid the child to become physically fit through the elimination of his handicaps.

2. To aid the child to want and to strive to be healthy.

3. To aid in the creation of a healthful environment at school and at home.

Ten lessons in First Aid are:

1. How to use a triangular bandage.
2. How to give artificial respiration.
3. How to treat a burn.
4. How to remove objects from eye.
5. What to do for shock.
6. How to apply a sterile dressing.
7. Use of iodine.
8. How to check bleeding.
9. What to do for fainting.
10. Gunshot wounds.

Miss Elma Rod suggests the following for the First Aid Box:

1 Tin lunch box for container, 1 yard sterilized gauze, 1 yard $\frac{1}{2}$ -inch adhesive, 1 pkg. 2-inch bandage, $\frac{1}{2}$ ounce medicated cotton, $\frac{1}{4}$ ounce aromatic spirits of ammonia, $\frac{1}{4}$ ounce oil of cloves, $\frac{1}{4}$ ounce iodine (half strength) with glass stopper, 1 tube vaseline, 1 brush (hand), 1 pair blunt scissors, 1 dozen tongue depressors, 1 yard unbleached muslin.

To this box the children could give, one jelly glass, one spoon, safety pins, toothpicks, old clean muslin, soda, needle and thread, two small basins and one or more towels. The cost, she estimates, should not exceed a couple of dollars.

Not only should the teacher know what to do in emergencies; she should also train her pupils what to do.

Afternoon Talks

FOR AFTERNOON TALKS WITH PUPILS

Science

(1) The Earthquake—February 28: Eastern Canada and United States. Cause probably weakness in trough which is in ocean bed east of New England and Canada. Talk on faults or breaks in surface of earth; causes of volcanic eruptions; internal structure of earth; how crust was formed and changed.

(2) The discovery of Dr. Hubble—A large telescope turned on spiral nebulae. Made up of immense number of stars. Distance unthinkable. Takes light 1,000,000 years to come from these to earth. The sun's rays reach us in 8 minutes. How far away are these stars? Talk on stars and planets and their origin. On telescopes and microscopes—how they work.

(3) The tornado in Southern States. How caused? How predicted? How changes in weather predicted? Note predictions from day to day and verify. See if Foster's predictions are true.

What meant by barometer and thermometer. How used? Tell how damage wrought by cyclone. How act on approach of tornado?

Education

(1) Leopold Schepp, eighty-three years old, New York merchant and millionaire, has established a foundation of \$2,500,000.00 to encourage boys to lead good lives. It is in his plan to help boys be good, to increase the reward which virtue bestows upon itself. His idea is to take boys from Sunday-Schools of any denomination and get them to sign a pledge that they will abstain from all bad habits, nor drink, obey the laws of their country, be fair and generous to other boys, not to be rebellious in any society or club to which they belong, and comply with all rules most willingly so that they will be a benefit to their community. Mr. Schepp believes that if they will keep this pledge they will set examples for other boys. If they keep this pledge

for two years he will give each from \$100 to \$200 to help them get a start in whatever business or profession they choose. The money he says is the least important part. In keeping the agreement is the strength of the idea. If the plan is successful he is going to increase the fund. He believes that a great many boys have a misapprehension of what is the right and proper thing to do and waste a great deal of their life thereby. Mr. Schepp is striking at the problem from a new angle. If he can make enough boys see that good citizenship is a profitable thing for the person who practices it, he will have established something rather definite for our time.—Talk on what boys need in order to succeed. How a boy can best help his country.

Business

(1) Oil in Mesopotamia—Where the country is. Why oil is important. Why the quarrel? In 1911 a company composed of German, Turkish and British interests was formed. This company had promise from government of Turkey that it should work the oil-fields. After the war France took Germany's share. Then Armenia stepped in and demanded that it have a share. As a result Armenia now has one-quarter. France one-quarter and Britain less than one-half. But the chairman of the company is British. So development may now proceed.—Talk on oil and its uses. Oil-fields of America. Likely oil-fields in Western Canada. Oil, coal, water power compared.

(2) Values of Canadian products—8,000,000 feet of railway ties have been ordered by British railways from the province of British Columbia. What other products has Canada to send to Great Britain?

(3) What people are doing—During the month of April they are harvesting **Wheat** in Mexico, Lower Egypt, Asia Minor and North India.

Sugar in Mexico, Central America, West Indies, Venezuela, Spain, Egypt, India and Japan.

Flax in Egypt.

Cocoa in West Indies, Ecuador, Colombia and Venezuela.

Tea—China.

Linseed—India.

Cotton—India.

Rice—Australia.

(4) Three hundred new wheat elevators are to be built in Saskatchewan this summer.—Talk about the grain trade in Western Canada; prospects for future; needs.

General Information

The New York Children's Court has dealt with 3,000 fewer neglected children each year since Prohibition came. Chicago had 5,328 such cases in 1919 and 3,350 in 1923. Massachusetts reports an average decrease of thirty per cent in child cases, and the prison population of that state has fallen off one-half. Prohibition may be a hard law to carry out but the children and the children's children will tell the story.

A writer in an American magazine says: "What we spent for candy, statistics tell us, equalled last year what we spent for education. What we spent for tobacco equalled twice our school bill. For soft drinks at soda fountains our bill was half what we

spent for education. But we howl about the cost of schools, and do not howl about candy, tobacco or soda fountain drinks. Better teachers, fuller school equipment, it matters not what they cost. We owe them to our children."

Retirement Fund

REPORT OF RETIREMENT FUND COMMITTEE

April 16th, 1925.

A resolution was introduced into the business meeting of the M.E.A. Convention in 1911, that was the beginning of the act assented to a few days ago by His Honor, the Lieutenant-Governor of Manitoba. It is a long road from 1911 to 1925, but without a beginning there could have been no ending.

A committee was formed with the present chairman responsible and work was begun in the fall of 1911. The first recommendations drafted by this committee was based in part upon answers to a questionnaire that had been sent out to the inspectors, and in part upon investigation of the Winnipeg Fund and others established in Canada and other parts of the world.

At a later date, a year or two later as I remember it, the committee was widened to take in representatives of the Trustees' Association and of the School Inspectors. When it was finally decided that the contributors to the fund ought to be the Teachers and the Provincial Government the Trustees' representatives retired from the committee. The representatives of the inspectors, who were appointed at first, have ever since remained as members of the committee. When the Manitoba Teachers' Federation came into existence, the committee was enlarged again by the addition of four representatives from the new organizations.

It was felt quite early in the work of the committee that in order to frame a scheme, that would be safe and adequate, expert advice was needed. Consequently data were collected and handed over to Prof. Mackenzie of the University of Toronto, whose services had been engaged. Prof. Mackenzie prepared a scheme based on our recommendations and data, which scheme was regarded for a number of years as a possible ideal.

During the time of the war, activity in urging legislation was suspended, as

other things just then seemed to be much more pressing. However, at the close of hostilities the matter was brought before the Norris administration and action was urged. We could not induce that government to take any action because of the estimated large cost of the scheme.

While pressing for legislative action we felt that it was absolutely necessary to undertake some measure of relief for some aged and disabled teachers of whom we knew, and for this purpose the Interim Retirement Fund was launched in 1920. To this Fund the Norris and Bracken administrations have both contributed on the 50-50 basis up to date.

Your committee finally concluded, after repeated efforts, that it would be impossible to have the larger scheme prepared by Prof. Mackenzie adopted by the Norris government, though Dr. Thornton, then Minister of Education, was personally quite favorable to it. Consequently we asked that administration to put a much more modest scheme into operation, a scheme similar to that set up by the legislation of the session just closed, but different, in that it retained the 50-50 contribution feature. Success seemed just about to crown our efforts, when the Norris administration passed into the category of things that have been.

However, we lost no time in presenting our case to Mr. Bracken, Premier and Minister of Education in the new government, and were accorded a sympathetic hearing and a promise of consideration. Indeed, it was not long till Dr. Fletcher and Mr. McCann of the Department of Education were appointed to act with us in drawing up recommendations for legislative action.

Our committee met with these gentlemen a number of times and, after very thorough discussion and consultation

with Prof. L. A. H. Warren, our recommendations which included a 50-50 contribution from the government were drawn up. These recommendations were presented to a meeting of the cabinet early in 1924, and very soon after Mr. Cannon took office. Mr. Bracken was not present owing to business that had called him to Ottawa, but at a private interview with the chairman of the committee early in December, 1923, he assured the chairman that he considered the chance of the government contribution just then very remote. Though our meeting with the cabinet was entirely cordial and though we received an attentive hearing we concluded that Mr. Bracken's statement of the situation was correct. Therefore, we decided that if anything at all were to be accomplished a bill would have to be submitted in which a state contribution, as a guaranteed thing, would be omitted. Consequently we instructed Mr. Parker, our lawyer, to prepare a bill embodying, as far as possible, the recommendations of the committee. Mr. Parker prepared a bill along those lines, and the intention was to have it laid before the session of 1924, but the cabinet finally took the ground that they needed some assurance that a bill along those lines had the support of the teachers. That decision made it impossible to have the bill introduced at the session of 1924.

A year ago your committee reported how matters stood. The meeting to which the report was made, authorized the committee to go ahead with negotiations and secure what was possible, at the same time expressing regret that the 50-50 arrangement could not be carried out.

A full and careful statement of the main features of the bill was published in the October, 1924, issue of the School Journal, in order that all teachers might have due notice of the proposed legislation. In addition to this the chairman reported to the meeting of the Manitoba Teachers' Federation in December, 1924, stating as nearly as he was able, exactly how matters stood.

The act recently passed by the local legislature is the tangible result of our labors up to date, that and the operation of the Interim Fund. We do not claim that the act is entirely satisfactory. It certainly differs very widely from the scheme prepared by Prof. Mackenzie, and differs in one very essential point from our recommendations, namely, a guaranteed 50-50 contribution from the state. Nevertheless, when we knew that we could not obtain such a contribution, we felt that it was much wiser to accept what we were able to secure, than to reject the possible because it was not all that we desired. We regard the act as but a beginning.

At the same time we are convinced that a very substantial beginning has been made. You may ask why we think so. Well, in the first place, instead of no legislative provision for aged teachers we now have such a provision, and one that will not be dependent on the caprice, the dilatoriness or the abortive good intentions of contributors. There will always be money for distribution, probably not much at first, but still enough to keep our aged teachers off the rocks.

Then, in the second place, the Department of Education assumes the responsibility of making collections, not at all a light matter, when you consider the area and the number of teachers affected, an area extending from Point du Bois on the Winnipeg River to Lyleton in the S.W. corner of the province, and from Sprague near the international boundary and the Lake of the Woods to the Pas, and including about 2000 teachers.

Thirdly, this enactment means that the teachers are going ahead with making some provision for their own aged confreres, thus showing to the public that they are absolutely in earnest about the matter. That earnest spirit creates a better atmosphere for the generation of state aid in the future. "The Lord helps those who help themselves," expresses a truth pretty well recognized, and people feel much more like lending a hand to those whom they

see trying to work out their own salvation.

Besides the foregoing considerations, the very operation of this scheme, inadequate as it may be, will help to educate the public to the idea and will educate the incoming generation of teachers to the idea, a most important matter indeed. Every school district and every school trustee will touch the matter, and by this means in a few years it will have a real place in the public consciousness. People are often hostile to a perfectly good idea just because it happens to be a new one. Allow time for them to become familiar with it and the hostility ceases.

Moreover, the very wording of the act leaves the way wide open for a legislative grant. When provision is made in the act for the disposition of a legislative grant when such shall be made, it constitutes a standing invitation to make request for the grant.

We think the above considerations justify us in regarding the act as by no means an unimportant beginning. We have a feeling that a piece of enduring work has been done, a piece of work whose scope will gradually widen, a piece of work for which many teachers in the not far distant future will be very grateful.

We have the assurance from the Deputy Minister of Education that all teachers affected by the act will receive by mail a copy of the act with a letter, drawing attention to that part of the act under which teachers may exempt themselves from the operation of the act. Because of this clause no teacher now in the work will be able to complain that he is compelled to contribute to a fund of which he does not approve. Such teachers as enter the work in this province subsequent to July 1st, 1925, will enter it with their eyes wide open as to their obligation to support the Retirement Fund. No person can claim that any unfair advantage is being taken with regard to those now in the work, nor to those entering later. Those in now may choose whether they will contribute or not and those who

wish to enter later are under no compulsion to enter if they regard the obligatory contribution to the Retirement Fund as something they cannot comply with.

In closing this report your committee would like to offer an observation of a general nature. It is this: The work which the committee has undertaken and carried through to a moderately successful issue might be suggestive of the way of progress in other lines. This committee has been kept together for a number of years without great changes in its personnel. It has steadily pursued its purpose even though the means of attaining it have had to be altered from time to time. By a retention of largely the same personnel the experience gained has not been frittered away in constant changes, and a personal contact has been established with the authorities with whom we have been dealing, a contact sufficiently continuous to form real personal interests. The steady pursuit of a purpose has its educative influence on the teaching body and also on the public. Would it not be possible to accomplish a good deal in other lines by forming committees for working, each on some specific matter, and by keeping said committees at work until the purpose, or something near it, should be achieved? It does seem to us that committees of earnest, persistent people, with worthy and definite objectives could accomplish much in the next fifteen or twenty years. A long time you say. Quite so, but remember that nothing much worth while among human beings is done over night. "Make haste slowly" is a good old motto. Find a worth while purpose, and then follow it, no matter what discouragements, set backs or fault findings may beset you. "Follow the gleam."

Recommendations

1. That the Board of Administrators managing the Interim Retirement Fund be continued in office until those persons for whom it is now responsible can be placed in charge of the Board

of Administrators provided for in the act.

2. That whatever balance may remain to the credit of the Interim Retirement Fund when it ceases to operate, be turned over by the present Board of Administrators to the new Board of Administrators to form the beginning of the permanent fund provided for in the act.

3. That we hereby express our appreciation of the services rendered by Hon. Chas. Cannon, Minister of Education, in introducing and carrying through the legislature the act establishing a Teachers' Retirement Fund.

4. That we hereby express our thanks to the Bracken Administration and to the Norris Administration for contributing on a 50-50 basis to the Interim Retirement Fund, and for departmental assistance to asme, and to the Roblin Administration for financial and departmental assistance in gathering data and securing the actuarial advice of Pro. Mackenzie, and to all members of the legislature who have supported legislative action regarding a Teachers' Retirement Fund.

5. That we hereby express our thanks to Dr. Fletcher, Deputy Minister

of Education, for his advice and interest in connection with the act recently passed, and also to Mr. McCann, Chief Clerk of the Department of Education, and to other departmental officials for their interest and cheerful co-operation.

6. That the Executives of the M.E.A. and the M.T.F. each support one person to act on the Board of Administrators provided for in the act, the administrator for the two year term being appointed by the M.E.A. and one for the one year term by the M.T.F.

7. That the Executive of the Manitoba Educational Association request the co-operation of the Manitoba Teachers' Federation in appointing a joint committee for the purpose of pressing the point of a state contribution to the fund.

8. That a circular letter be issued by the M.E.A. over the signatures of the present president and secretary urging the teachers now employed in the work in Manitoba to loyally support the fund.

9. That the existing committee on Retirement Fund be discharged.

P. D. Harris,
Chairman.

Selected Articles

EDUCATION IS LEARNING TO DO

(By Hubert Work, Secretary of the Interior)

What constitutes education is still an open question.

I am familiar with the definitions in the dictionary, both obsolete and modern. All of them are too brief to be adequate. Indeed the varieties of education are so many that only principles could be cited.

Ability to make a living is the first necessity for an education. When a man can accomplish this he is educated to a degree. Qualifications of a person to adapt himself to the environment in

which he finds himself is the test of his intellectual equipment and might be termed his education.

So many different factors enter into an education of any sort. Character, mentality, and training, supported by willingness to serve, are the essentials. No man is great in history unless he was able and willing to serve with and for others. Human relations are fundamental to all other questions in this world. The Great Physician, after reciting law by negation, said: "A new

commandment I give unto you, That ye love one another." That thought proved to be the basic essential to civilized existence and the well-spring to education which in turn promotes civilization.

Any manual industry has its educational value. It trains the eye and the hand to work in unison, and through them the mind, to direct both.

There is an education in handling a team of horses—indeed, in making a horseshoe—and the lesson of service unavoidably learned. Service is applied education and should be its object. But there may be wide difference between a college education and its application. One is the tool; the other is its use. The one is the science of service; the other is the art of science applied. The art and science of education combined is the present-day need. It has suggested manual training schools, vocational training, the teaching of trades in the public schools. All in response to the latent realization that the purpose of education is that it shall first bring social independence and open the door to positions as high as the individual has adaptability to occupy.

Shakespeare, Burns, Lincoln, Rockefeller, Schwab, Hill, and scores of others, great men of their time, were not college men. College education is not enough. We should not depend upon it. College is an opportunity, but it will not be what goes into us in college, but what comes out of us after leaving college, that will fix our place in the world.

So many college graduates rest upon their diploma. Graduation does not mean one has finished. Commencement means that we have only been made ready to begin; to start out on life's journey qualified to look into the phases of life closed to our associates who were deprived of school privileges.

I once heard a man regret that he was unfamiliar with words he needed to express new thoughts that came to him. Words are tools for the mind, and familiarity with them can best come from schools and contact with schooled people. A college education should provide the vehicles for thought, not open to men who have few words.

But they are not enough. Parrots can talk. The significance of words and their relation to thought and to each other is intellectual education raised to the Nth power, but this educated status is but the preliminary to the purpose of education. Except for teaching, its purpose is to lay a foundation upon which a developed superstructure may arise.

I would emphasize the importance of the habit of learning. The function of a teacher is to direct and correct. We should master something for ourselves. No mental discipline comes from being told a fact. That is hearsay. It is not our own and is worth only what the property of another may be. If we can read, the world is open to us; if we can write, we may convey our thought to others.

We should live a part of the time alone—get acquainted with ourselves. Appraise our own qualifications and strengthen the weak ones. Cultivate the habit of reflection; give our minds leisure to receive and record impressions clearly. Even the sensitized plate of a camera must have a time limit fixed to record the detail of impressions. The human mind must not only gather its impressions but record and analyze them also. It is not possible for the human mind ever to understand itself, but we do know that its first impressions remain longest; that the character we establish in early life will be ours in old age, and that we must live with it and, dying, leave it as our tribute to the world.

A REMARKABLE TEACHER

Number Two breaks into the discussion: "I have a teacher whom I would like to trade with any of you. The man who can do anything with her gets my testimonial. She has been in the same school for thirty years and has the reputation in town for being a remarkable teacher. She admits it herself, and she has a fine contempt for my ideas. She regards the socialized recitation and the project method as inventions of the devil."

"Oh! don't flatter yourself that you have the only living specimen in captivity," remarks Number One. "I have her twin sister." "And I have all the rest of the family," says Number Three cheerfully. "Don't worry. You can't change her. But all men are mortal. Time settles all our troubles."

"I have several old teachers," says Number Four. You have described one of them exactly,—as she was a few years ago. But she has changed a great deal. She has taken several professional courses, and she is trying earnestly to understand and apply the newer methods. She will never be a first class teacher, but she is really growing, and I have learned to respect her sincerely. I doubt if we have a more loyal member of the staff. On the whole, I think it is a good thing to have a few veterans who have been through the experience of the earlier years, working under conditions which we should now find intolerable. They help us to realize the progress which has been made."

"But they interfere with progress," declares Number Two. "They are a disturbing element."

Not necessarily, I think," rejoins Number Four. "I used to think as you do. I chafed against the passive resistance and even opposition of the older teachers when I was trying to introduce improvements. I was sure that they were hopeless—mere dead wood. Then a new principal took charge of a school which had several of these veterans. Within six months, they were different people, happy, en-

thusiastic, studying, co-operating, proud of their school, and devoted to the principal."

The others smile tolerantly. "Magic wand stuff," one observes.

"It seemed like it," Number Four agrees. "I was never more surprised in my life. The way I figure it out is this: The old teachers had realized that I was not satisfied, although I thought I had been diplomatic. They felt that they were not appreciated and that tended to discourage them and even to make them antagonistic. The new principal acted, from the first, as though he had confidence in them. He set himself at first once to improve some of the conditions in the building which was an old one. He accomplished many things which made life pleasanter for the teachers. And he could teach! He didn't do much criticizing, but he would take a class in some one subject for a week or two at a time and work out a plan in detail. The teachers saw the whole process. They saw that it worked. They began unconsciously to imitate the principal in the handling of children and in teaching methods. They felt the influence of a sympathetic leader and the exhilaration of learning something new. I have come to believe that in nearly everyone there are latent possibilities which need stimulus and encouragement. I think that the all-important function of the superintendent is to provide such sympathetic and stimulating leadership."

Points of Discussion

These are my points:

1. It is futile to complain of the quality of our teachers. The general average is probably better than it ever was before. Let's learn how to lead them to give their very best.

2. Teaching is a complicated process. We cannot expect a youngster to master it by revelation plus two years of normal school training. There must be patient instruction in educational ideals, knowledge of child nature, and methods of teaching. Allowance must

be made for the limitations of youth and inexperience.

3. Teachers are seldom either good or bad. Each one has points of strength and weakness.

4. The most important factors in a teacher's success are a genuine interest in children and ability to get good response from them. There is danger of giving too much weight to conventional standards in judging merit.

5. The confidence of another in one's own possibilities is stimulating. Distrust is discouraging.

6. The six-horse team theory of school administration is not adapted to the education of children. Education should be a co-operative enterprise.

7. The Pollyanna theory is even worse. We need leaders who believe that the education of children is the finest job in the world, who realize its

difficulties and put their very best into the study of the problem.

8. The efficiency of a school system is often greatly diminished by the tendency of teachers and schools officers to take a personal view of their relationships with others. The teachers should learn to be scientific and impersonal, and to accept the limitations of human nature and make allowances for them.

9. One of the most important duties of the superintendent is to train teachers to solve their own problems. The best method is to give them practice under guidance in working out concrete situations, such as they encounter in their every-day work.

10. This practice in problem-solving cannot well be short-circuited. General principles can be made effective for use only by associating them with habitual conduct.

My Windows

Three windows in my House of Life

Look out three different ways:

One turns with wistful longing

To the Road of Yesterdays.

And watches how the shadows

Of the poplars slim and tall,

Point mutely at remembered days

And silence over all.

And one looks out with eager eyes

Upon the street of Now,

And sees the passers up and down,

And greets them with a bow.

The little street is frankly gay,

With checker shade and shine,

And busy too, with bustling joys

That wait on me and mine.

The other window turns away

From Yesterday and Now

And not a single backward glance

Its visions will allow.

Its gaze leaps out to hills afar;

Its clear eyes purged from tears,

Up through the deathless pines can trace

The Path of Coming Years.

And sometimes when the sun is down,

And I am all alone,

The little windows beckon me

For they are quite my own.

And seem to love me, everyone,

At which I stand and look,

And read their little stories

Like the chapters of a book.

The first one fills and thrills me through

With happiness and pain;

The next—I'm drenched with starlight,

And then, I'm splashed with rain.

But the other window draws me,

And I smile through rainbowed tears,

For I read a happy ending

Down the path of coming years.

—Barbara Young.



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From a Teacher's Study

Mr. Simon Guggenheim, the "Copper King," has given \$3,000,000 to endow fifty fellowships for international study similar to the Rhodes scholarships. Mr. J. B. Duke, the American tobacco man, has given \$40,000,000 for a university in North Carolina. Mr. George Eastman, the "Kodak" manufacturer, has given \$10,500,000 to the University of Rochester and allied institutions. Successful business men seem to think education is a good thing.

* * *

Because teachers have little firsthand knowledge of the opportunities which industry has to offer, industrialists should confer with them and school authorities, in order that boys and girls will have some guidance. Our experience is that it is the boy and not the parent or teacher who makes the choice of what line of work is to be followed. If business men are invited to explain the types of work which they in particular have to offer, the boy can form some idea as to whether or not it is likely to suit his particular bent. A little more care and thought would prevent many lads of talent finding themselves lost in the blind alleys of life.

* * *

The functions of the school are necessarily limited. It ought to be realized, that it is not the purpose of the school to turn out students ready for immediate entry into particular businesses and equipped with the special knowledge required in those particular businesses. All that the schools can do is to turn out "learners." Business men know perfectly well, that the first years in any trade or calling are not only working years, but years of learning as well. The few short years at school must always fail to produce specialists in any branch of business. The school can teach general principles, can nurture the natural intelligences of the pupil, and send him out a willing learner into the fields of trade and commerce.

In speaking of Arithmetic and Reasoning, the Scottish Educational Journal says:

This important subject is discussed by E. J. G. Bradford in the current number of *The Forum of Education*. The author's general inference from the results of the tests he employed is "that an appreciable number of right answers is obtained under ordinary classroom conditions not as the result of genuine critical thought, but as the result of suggestion. When the pupils are put into such a position that they are compelled to rely on their own judgment in deciding as to the possibility of an arithmetic solution, then the number of authentically correct answers shows a considerable fall." Probably most teachers would a priori have expected that conclusion from any tests. Our readers might do worse than apply Mr. Bradford's tests to their pupils and compare his results with theirs. We append his first set of tests:—

1. If the distance from Arles to St. Briec is 500 miles, and from Vire to St. Malo is 50 miles, how far is it from St. Briec to St. Malo?
2. If three tons of sawdust weigh 60 cwts., how many cwts. will there be in two tons of iron, if iron is five times as heavy as sawdust?
3. A boy is 5 years old and his father is 35 years old. If his uncle is 40 years old, how old will his cousin be?
4. The temperature in April thirty years ago was 46 degrees, twenty years ago it was 42 degrees. What was the temperature in April five years ago?
5. If Henry VIII. had six wives, how many had Henry II.?

* * *

What is a dunce? The title is bandied about in conversation, but with a reluctance to apply it individually. Experienced teachers are rather careful in arriving at a conclusion as to the intellectual possibilities or probabilities of any particular student.

They know that there are rapid-developers and slow-developers among boys and girls, and that the latter are probably the most serviceable citizens of all. Teachers should be careful in arriving at conclusions. We sometimes make grave mistakes, particularly when we try to persuade a young fellow that because he has won high honors at school and college he will therefore be able to kick the world before him as he pleases. There are, too, the inconspicuous boys who tend to be left in backwaters. Many of these, out of

favor, uninfluential, obscure, are yet all the time growing to be men of work, men who easily outstrip their showy contemporaries when it comes to the real battle of adult life. Hence, we hesitate to dub any boy as a dunce for fear he may turn out to be a more useful and more sensible man some day than the brilliant members of his class. After all, should we think of a long life and a development of brain-power continuing until 70 or 80, or of a brilliant time of youth which cannot last much beyond 40?

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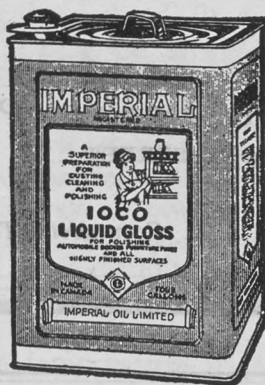
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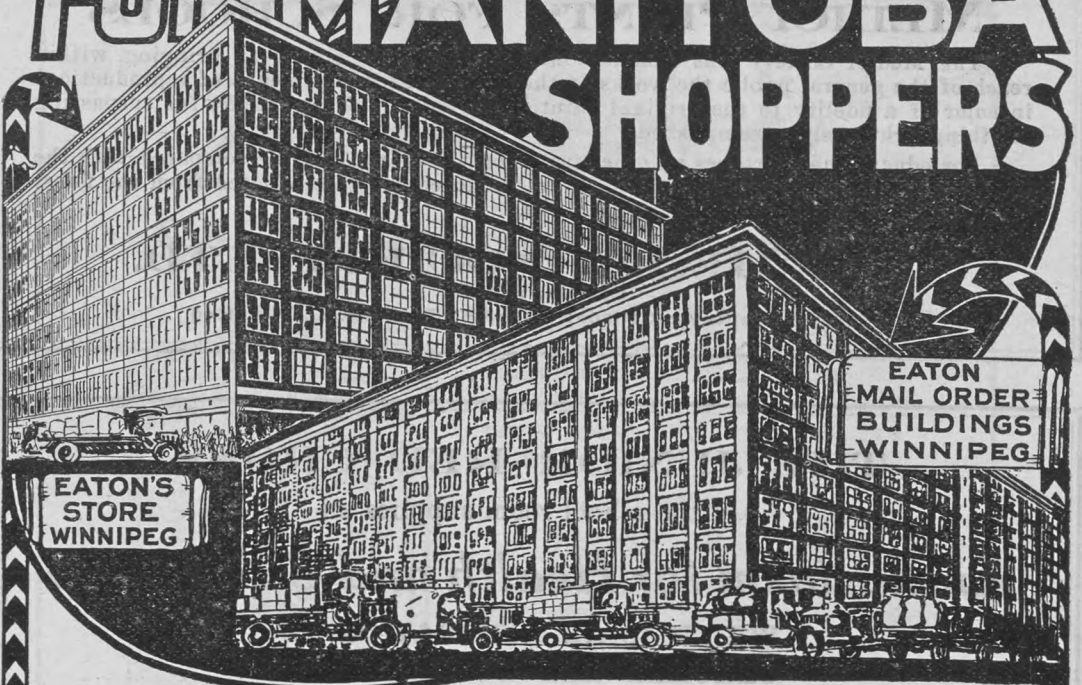
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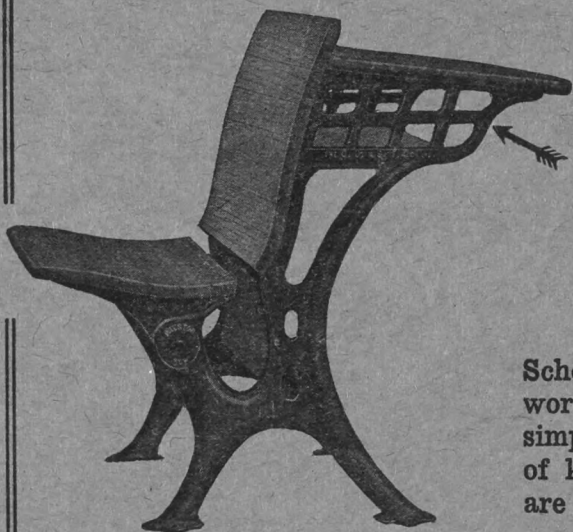
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